

HOMELAND PARK ELEMENTARY

3519 Wilmont Street
Anderson, SC 29624

GRADES K-5 Elementary School

ENROLLMENT 337 Students

PRINCIPAL Mike Ruthsatz 864-260-5125

SUPERINTENDENT Betty T. Bagley 864-260-5000

BOARD CHAIR Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	18	51	12	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

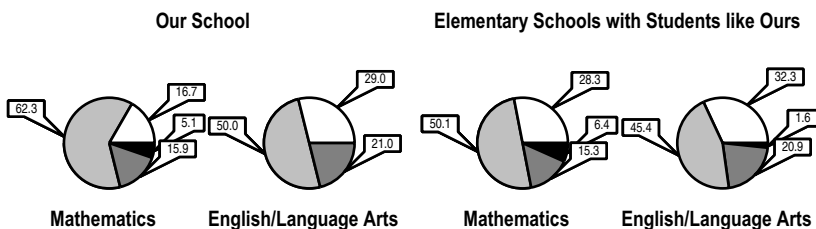
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Below Average	N/A
2003	Average	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	36	37	25
Percent satisfied with learning environment	94.4%	97.2%	84.0%
Percent satisfied with social and physical environment	97.2%	97.3%	79.2%
Percent satisfied with home-school relations	51.4%	94.6%	70.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	157	100.0	29.0	50.0	21.0	N/A	21.0	17.6
Gender								
Male	81	100.0	36.6	49.3	14.1	N/A	14.1	17.6
Female	76	100.0	20.9	50.7	28.4	N/A	28.4	17.6
Racial/Ethnic Group								
White	110	100.0	27.6	50.0	22.4	N/A	22.4	17.6
African-American	46	100.0	33.3	48.7	17.9	N/A	17.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	124	100.0	27.4	47.2	25.5	N/A	25.5	17.6
Disabled	33	100.0	34.4	59.4	6.3	N/A	6.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	157	100.0	28.7	50.0	21.3	N/A	21.3	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	156	100.0	28.9	49.6	21.5	N/A	21.5	17.6
Socio-Economic Status								
Subsidized meals	114	100.0	34.4	51.0	14.6	N/A	14.6	17.6
Full-pay meals	43	100.0	16.7	47.6	35.7	N/A	35.7	17.6

Mathematics								
All students	157	100.0	16.7	62.3	15.9	5.1	21.0	15.5
Gender								
Male	81	100.0	16.9	62.0	15.5	5.6	21.1	15.5
Female	76	100.0	16.4	62.7	16.4	4.5	20.9	15.5
Racial/Ethnic Group								
White	110	100.0	16.3	58.2	18.4	7.1	25.5	15.5
African-American	46	100.0	17.9	74.4	7.7	N/A	7.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	124	100.0	10.4	63.2	19.8	6.6	26.4	15.5
Disabled	33	100.0	37.5	59.4	3.1	N/A	3.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	157	100.0	15.4	63.2	16.2	5.1	21.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	156	100.0	15.6	63.7	15.6	5.2	20.7	15.5
Socio-Economic Status								
Subsidized meals	114	100.0	19.8	61.5	14.6	4.2	18.8	15.5
Full-pay meals	43	100.0	9.5	64.3	19.0	7.1	26.2	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	47	N/A	10.6	29.8	55.3	4.3	59.6
	Grade 4	44	N/A	13.6	59.1	27.3	N/A	27.3
	Grade 5	48	N/A	35.4	52.1	12.5	N/A	12.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	57	100.0	22.9	43.8	33.3	N/A	33.3
	Grade 4	57	100.0	32.7	53.8	13.5	N/A	13.5
	Grade 5	43	100.0	31.6	52.6	15.8	N/A	15.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	47	N/A	25.5	51.1	17.0	6.4	23.4
	Grade 4	44	N/A	27.3	36.4	25.0	11.4	36.4
	Grade 5	48	N/A	41.7	41.7	14.6	2.1	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	57	100.0	12.5	66.7	16.7	4.2	20.8
	Grade 4	57	100.0	21.2	61.5	11.5	5.8	17.3
	Grade 5	43	100.0	15.8	57.9	21.1	5.3	26.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 337)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.2%	Down from 5.3%	3.2%	2.4%
Attendance rate	95.5%	Down from 95.7%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.9%	Up from 7.4%	9.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.3%	Up from 12.5%	9.7%	8.0%
Older than usual for grade	2.4%	Down from 4.0%	2.0%	1.1%
Suspended or expelled	0.0%	Down from 0.6%	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	50.0%	Down from 56.3%	43.2%	50.0%
Continuing contract teachers	86.7%	Down from 87.5%	84.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	81.8%	Down from 83.2%	85.4%	86.2%
Teacher attendance rate	92.7%	Down from 94.8%	94.9%	95.3%
Average teacher salary	\$40,632	Down 1.8%	\$39,347	\$39,909
Prof. development days/teacher	12.1 days	Up from 8.8 days	12.1 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	15.4 to 1	Down from 16.0 to 1	18.5 to 1	18.9 to 1
Prime instructional time	86.8%	Down from 88.9%	89.5%	89.7%
Dollars spent per pupil*	\$8,622	Up 12.4%	\$6,067	\$5,892
Percent spent on teacher salaries*	63.3%	Up from 61.6%	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Homeland Park is a Title I school located in the southern boundaries of Anderson, South Carolina. Homeland Park began operation as a school in the 1954-55 school year. Seventy-four (74%) percent of the 339 students we serve in grades K - 5 qualify for free/reduced-price lunch status. Our school has served students on the modified or year-round school calendar since the 1998-99 school year. Our school has a transient rate of fifty-three (53%) percent due to a large number of parents living in rental property.

Homeland Park Mission Statement:

The mission of Homeland Park Elementary School, a learning center for all seasons and a safe, caring learning environment incorporating family, school, and community resources, is to provide and assure challenging quality educational experiences for all students to be lifelong learners in an ever-changing global society.

Homeland Park Learner Standards:

All students at Homeland Park Elementary School will achieve competency of grade-level standards.

All students will attend school regularly and on time.

All students will demonstrate qualities to be ethical, responsible, contributing citizens in a diverse and global society.

Our students have performed well academically. Our student attendance was ninety-six (96%) percent. Forty-eight of our third grade students, (80%) percent, were awarded bicycles due to passing scores on the Reading Portion of the PACT (Palmetto Achievement Challenge Test) 2002 test through the district grant program "Reading to Ride." PACT test scores have steadily risen since 2000. Our school has improved from an AVERAGE rating in the years 2000 and 2001 to a rating of GOOD in 2002. Homeland Park Elementary School is one of only two schools in Anderson District Five to achieve the Adequate Yearly Progress (AYP.) rating for PACT scores in 2002. Three of our students were recognized as Regional Science Fair Winners.

Our students, parents, and faculty contributed significantly to community fundraising campaigns: \$300 dollars to the March of Dimes 2002 Campaign of business partner Piedmont Natural Gas; \$170 for the 2002 United Way Kids Campaign; donated 1,700 canned food items to Good Neighbor Cupboard, an Anderson food bank; \$120 for the Cancer Society Relay for Life Campaign, and collected 258 school supply items for children in Zambia, Africa. The Homeland Park faculty contributed \$250 to the March of Dimes Campaign of business partner Piedmont Natural Gas through the purchase of Christmas bears and provided Christmas gifts for over 50 children in our school through our school Angel Tree project.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.